**Working with Form, Theme and Context - K&U**

Here is the assessment rubric for this part of the project

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Response goes well beyond expectations in conveying understanding | Response shows an exceptional understanding of the concepts | Response shows a thorough understanding of the concepts | Response shows a satisfactory understanding of the concepts | Response shows very little understanding of the concepts | Response not present or completely misses the mark |
| Observe | **Form** – your analysis of the form shows an **understanding** of the important expressive aspects of the **visual language** | 10 | 9.5 | 8.5 | 7.5 | 6.5 | 5.5 |
| Understand Art World | **Theme** – Your analysis of the theme shows insight into the meaning of the art | 10 | 9.5 | 8.5 | 7.5 | 6.5 | 5.5 |
| **Context** – your responses show your ability to identify important aspects of the artwork’s context | 10 | 9.5 | 8.5 | 7.5 | 6.5 | 5.5 |

If you give yourself a 10 for any question explain why your response **goes well beyond expectations**. *Remember I expect you to answer the questions effectively – so don’t just tell me that you did what I expect!!*

|  |  |
| --- | --- |
| Theme question |  |
| Form question |  |
| Context question |  |

**Form**



Claes Oldenburg, Floor Cake

Because we are studying visual art, the *form* of the work (what physically makes up the work), is our first contact with it. Looking carefully at the various elements that make up the form will be a first step in understanding the artwork.

Above is a sculpture by Claes Oldenburg. [Visit this link](http://smarthistory.khanacademy.org/claes-oldenburg.html) to learn something about the sculpture. In the table below explain how the various aspects of the *form* work to create a visual impact.

|  |  |
| --- | --- |
| Scale |  |
| Materials |  |
| Shape |  |
| Color |  |

**Theme**



Diane Arbus, Child with a Toy Hand Grenade, 1962

A work of art is about something. In other words it has a *theme*. Sometimes it is easy to find the theme and other times the theme may not be so clear. Works of art that hold our interest usually operate on many levels.

Above is a photo by Diane Arbus. [Visit this link](http://smarthistory.khanacademy.org/photography-diane-arbus.html) to learn something about this photograph. Observing the photo carefully, answer the questions in the table below.

|  |  |
| --- | --- |
| What is the subject matter of this photo? |  |
| What visual elements do we see that help create the tension in the photo |  |
| What is the artist’s Point of View towards her subject? |  |
| What is the “big idea” (what we grasp about the human condition) in this photo? |  |

**Context**

Understanding the *context* in which an artwork was made is essential to piecing together meaning in the artwork. Choose two of the artworks below to investigate. Click on the captions for each pic below. They are links to a website that will help you fill in the table below to learn about the context of each of the works.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Context | Where was it made? | When was it made? | For whom was it made? | Why was it made (its intention or purpose) | Why was/is it relevant or significant? |
| [Sandro Botticelli, Birth of Venus](http://smarthistory.khanacademy.org/Botticelli) |  |  |  |  |  |
| [Andy Warhol, Gold Marilyn Monroe](http://smarthistory.khanacademy.org/pop-art.html) |  |  |  |  |  |
| http://www.bc.edu/bc_org/avp/cas/his/CoreArt/art/resourcesb/dav_oath.jpg  [Jacques Louis David, Oath of the Horatii](http://smarthistory.khanacademy.org/david-oath-of-the-horatii.html) |  |  |  |  |  |
| [Pablo Picasso, Les Desmoiselles d’Avignon](http://smarthistory.khanacademy.org/les-demoiselles-davignon.html) |  |  |  |  |  |
| [Pre Columbian Figure](http://smarthistory.khanacademy.org/cup-precolumbian.html) |  |  |  |  |  |